

## PLANTERSVILLE ELEMENTARY

1668 Exodus Drive  
Georgetown, South Carolina 29440

**GRADES** PK-5 Elementary School

**ENROLLMENT** 144 Students

**PRINCIPAL** Dr. Arthur Lance 843-546-8454

**SUPERINTENDENT** Dr. H. Randall Dozier 843-436-7000

**BOARD CHAIR** Mrs. Charlesann H. Buttone 843-436-7000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	60	49	3

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Below Average	Excellent	N/A
<b>2003</b>	Good	Excellent	Yes
<b>2004</b>	Good	Below Average	Yes

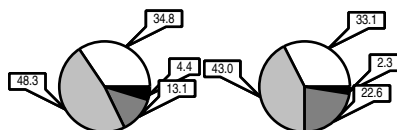
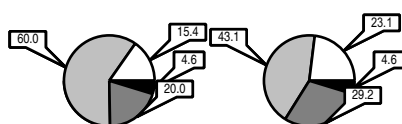
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

71.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	69	100.0	23.1	43.1	29.2	4.6	46.2	Yes	Yes
<b>Gender</b>									
Male	38	100.0	33.3	38.9	25.0	2.8	36.1		
Female	31	100.0	10.3	48.3	34.5	6.9	58.6		
<b>Racial/Ethnic Group</b>									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	67	100.0	23.8	44.4	28.6	3.2	44.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	55	100.0	11.5	48.1	34.6	5.8	53.8		
Disabled	14	100.0	69.2	23.1	7.7	0.0	15.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	69	100.0	23.1	43.1	29.2	4.6	46.2		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	69	100.0	23.1	43.1	29.2	4.6	46.2		
<b>Socio-Economic Status</b>									
Subsidized meals	64	100.0	25.0	45.0	25.0	5.0	41.7	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	69	100.0	15.4	60.0	20.0	4.6	47.7	Yes	Yes
<b>Gender</b>									
Male	38	100.0	19.4	58.3	19.4	2.8	41.7		
Female	31	100.0	10.3	62.1	20.7	6.9	55.2		
<b>Racial/Ethnic Group</b>									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	67	100.0	15.9	60.3	19.0	4.8	46.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	55	100.0	7.7	61.5	25.0	5.8	59.6		
Disabled	14	100.0	46.2	53.8	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	69	100.0	15.4	60.0	20.0	4.6	47.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	69	100.0	15.4	60.0	20.0	4.6	47.7		
<b>Socio-Economic Status</b>									
Subsidized meals	64	100.0	16.7	61.7	16.7	5.0	46.7	Yes	Yes
Full-pay meals	5	I/S	I/S	I/S	I/S	I/S	I/S		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	24	100.0	21.7	26.1	47.8	4.3	52.2
	<b>Grade 4</b>	24	100.0	16.7	62.5	20.8	N/A	20.8
	<b>Grade 5</b>	23	100.0	45.5	36.4	18.2	N/A	18.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	21	100.0	25.0	20.0	40.0	15.0	55.0
	<b>Grade 4</b>	23	100.0	17.4	47.8	34.8	N/A	34.8
	<b>Grade 5</b>	25	100.0	28.0	60.0	12.0	N/A	12.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	24	100.0	26.1	26.1	34.8	13.0	47.8
	<b>Grade 4</b>	24	100.0	25.0	62.5	8.3	4.2	12.5
	<b>Grade 5</b>	23	100.0	9.1	27.3	50.0	13.6	63.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	21	100.0	20.0	70.0	10.0	N/A	10.0
	<b>Grade 4</b>	23	100.0	21.7	47.8	21.7	8.7	30.4
	<b>Grade 5</b>	25	100.0	8.0	60.0	28.0	4.0	32.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 144)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.4%	Up from 0.6%	3.6%	2.7%
Attendance rate	98.2%	Up from 98.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.7%	3.5%
Eligible for gifted and talented	9.5%	Up from 8.1%	5.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.4%	Up from 4.2%	8.0%	8.2%
Older than usual for grade	0.0%	N/A	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 13)				
Teachers with advanced degrees	61.5%	Up from 53.8%	48.5%	51.4%
Continuing contract teachers	84.6%	Up from 69.2%	80.0%	87.5%
Highly qualified teachers**	100.0%	N/A	93.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.3%	0.0%
Teachers returning from previous year	83.3%	Up from 83.1%	82.8%	86.7%
Teacher attendance rate	95.0%	Down from 95.8%	94.7%	94.9%
Average teacher salary	\$40,784	Up 7.5%	\$39,533	\$40,760
Prof. development days/teacher	12.5 days	Down from 20.8 days	13.4 days	12.4 days

School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	12.6 to 1	Up from 10.3 to 1	17.1 to 1	18.9 to 1
Prime instructional time	92.6%	Up from 92.4%	88.9%	90.0%
Dollars spent per pupil*	\$13,711	Up 18.8%	\$7,012	\$6,044
Percent of expenditures for teacher salaries*	44.5%	Down from 49.5%	63.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Plantersville Elementary School, through the efforts of our updated School Renewal and Title I Plans, Retraining, and Intervention and Assistance Funding plans, continued focus on early detection and assistance and the use of scientifically research based materials for children needing academic help at an early age. The percentage of students ready for first grade, as measured by the South Carolina Readiness Assessment (SCRA) dimensions and retention rates for 2003 validates the need for continued use of programs like our Extended Day program for grades K-5 who need additional and/or accelerated assistance. Also, in 2003 Plantersville Elementary met AYP, had a good absolute and excellent improvement rating.

PACT 2002 data indicated that 57% (third grade), 41% (fourth grade) and 46% (fifth grade) were below basic in English/Language Arts and 75% (third grade), 32% (fourth grade) and 17% (fifth grade) were below basic in Math. However, 2003 data indicated that only 21% (third grade), 17% (fourth grade) and 44% (fifth grade) were below basic in English/Language Arts and 25% (third grade), 25% (fourth grade) and 9% (fifth grade) were below basic in Math. This strongly suggests that the intense focus is working, but we still need more effort in problem solving and critical thinking strategies as part of our overall staff development preparation for student achievement in at-risk populations.

As indicated by surveys, PACT, MAP, SDRT, and TLS Mastery Reports, there is a need for additional learning time for students. Extended Day, Tutorial and Homework programs are provided for our students throughout the school year. Plantersville Elementary through a SC READS grant has created a parenting center supported by a Title I part-time Family Literacy Facilitator and State/District funded Early Literacy Coach. These efforts have enhanced our existing curriculum and involved parents in their child's schooling. The benefits are noted in this years' school performance.

Based on all data, it is evident that sustained staff development is needed for staff and parents in scientifically research based learning/teaching techniques, early childhood, instructional technology, and scientifically based diagnosis and prescriptive reading/ math approaches/varied learning styles. Therefore, intense focus is being addressed through our School Renewal and Title I Plans, Curriculum Calibration, SC READS/SCRI reading/UBD initiatives and SC Frameworks to better prepare teachers to become more successful with their students' academic achievement across the curriculum.

Dr. Arthur Lance, Jr. Principal  
Carlton McCall

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	18	25	25
Percent satisfied with learning environment	88.9%	84.0%	100.0%
Percent satisfied with social and physical environment	88.2%	84.0%	91.7%
Percent satisfied with home-school relations	77.8%	92.0%	96.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.